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ABSTRACT

The guide, developed as part of an exemplary program for junior high school students, is an independent study unit on careers for use in the ninth grade English curriculum. It provides detailed instructions, illustrated with sample forms, for: applying for a social security card, completing an application for employment, job hunting, writing a resume, and taking an interview. The guide is designed so that students proceed through various steps in covering the above-mentioned materials in pursuit of higher grades. Outstanding students are expected to supplement their mastery of the guide's material with an additional field trip or work experience project, suggestions for which are included. A two-page bibliography as well as a one-page explanation of the counselor's role in the unit are also included. (JR)

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CAREER EDUCATION

ENGLISH UNIT
NINTH GRADE

A CAREER DEVELOPMENTAL PROGRAM

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

CAREER AWARENESS
SELF AWARENESS
APPRECIATION & ATTITUDES
DECISION MAKING
SKILL AWARENESS, BEGINNING COMPETENCE
ECONOMIC AWARENESS
EMPLOYABILITY SKILLS
EDUCATIONAL AWARENESS

White Bear Lake
Public Schools

CE003836

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English Unit

Ninth Grade

by

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Kay Hubbard

Jerri Poppe

CAREER DEVELOPMENT

Grades 7 - 9

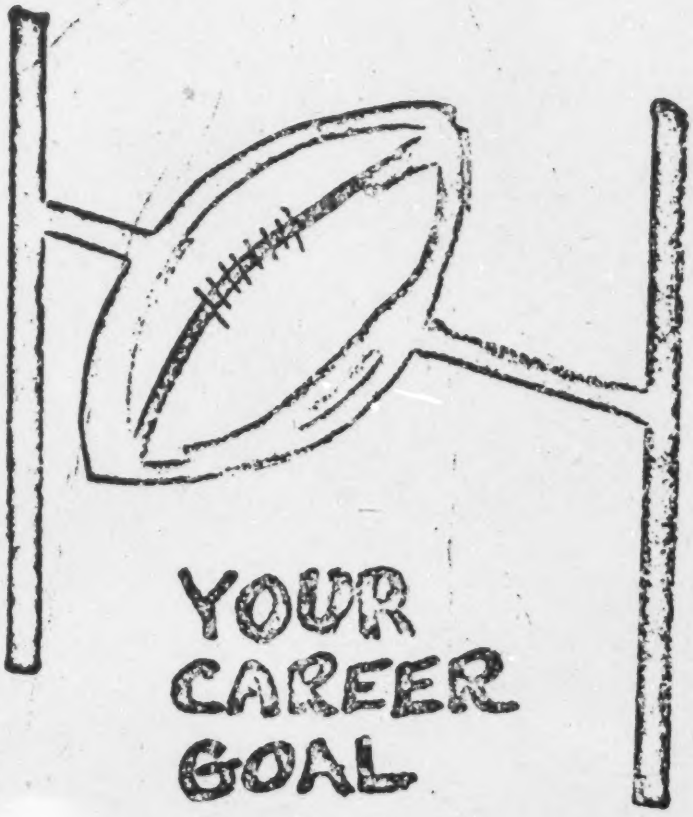
An Exemplary Program
in
Career Education

Funded under the Provisions of Part D
of the Vocational Education Amendment of 1968
for
Independent School District #624
White Bear Lake, Minnesota

Ernest M. Thomsen, Superintendent
Ron Johnstone, Director, Vocational Education

1973 - 74

CAREER TOUCHDOWN



It can win the whole Ball Game

An independent Study Unit
on Careers

NAME _____

LAB _____

Game Strategy:

You are rapidly approac' g the time when you will have to make some important decisions about your future. This unit of study has been designed to help you prepare yourself for making the correct career choice, and to help you research it to learn what you must do to qualify for that job. Also, many of the exercises have been designed to help you when you begin hunting for a part time job in the very near future.

Game Rules: (The minimum requirements of the unit)

Everyone is expected to complete the following assignments and earn at least a "C" for the unit. All assignments must be completed and turned in on_____. The completion of specific assignments will be checked in small group on the dates indicated. These assignments must be done on those dates.

To earn a "C" complete:

1. Kick-Off Sheet (To be checked in small group during the cycle beginning_____.
2. Application for a Social Security Number. (Or supply proof that you already have one.)
3. Target Store job application form.
4. Reading of "How to Hunt a Job" article. (A quiz will be given on this article in small group during the cycle beginning_____.)
5. Written Report: "Information on a Career that Interests Me".
6. Friendly letter asking for permission to use someone as a reference for a job.

To earn a "B" complete:

7. Items 1 - 6 listed above.
8. Complete the packet "Interviewing is the Step to Being "In" on the Job!"

To earn an "A" complete:

9. Items 1 through 8 above.
10. Reading of "Write an Outstanding Resume".
11. Writing of your Resume and Transmittal Letter.

To earn an "A+" complete:

12. Items 1 through 11 above.
13. One of the following projects:
    a. Make arrangements to spend a full day with an adult who is employed in the type of work you have chosen as your future career. The adult may be one of your parents or someone else. If you do not know anyone who would be willing to have you on the job for a day, talk to Mr. Schultz. He has a list of people who may be able to help you. In order to be excused from school for this project, you will need the written approval of your parents, the person you will spend the day with, and your teacher. Special forms will

be available for you to fill out. "On the job" visits must be done on one of the days during the week beginning on Monday, _____. A one page written summary of your experiences "on the job" and a friendly letter of thank you to the person you spent the day with will be required.

b. Arrange to be a member of one of the field trip groups that Mr. Schultz will be taking to various places of employment. You may only go on a field trip to a place that employs people in jobs related to your chosen career. For example, if you hope to go into the field of nursing, a trip to a hospital would be acceptable but a trip to a television studio would not be acceptable. The times and places of field trips will be announced. The completion of a worksheet on the experience will be required.

c. Read a novel in which the main character is involved in the type of work you have chosen. The completion of an additional novel worksheet will be required.

d. Completion of a project you design with the help of your teacher.

EXTRA CREDIT

1. Any of the assignments or projects required for grades higher than the one you are working toward may be done for extra credit. Therefore, it is possible for someone working for a "C" to take part in a field trip or a day "on the job" and receive extra credit for it. All of the required steps for each assignment must be completed, however. You may not simply spend a day "on the job" and not complete the written summary and the letter of thanks.

2. Complete any of the Career Fun Sheets.

3. The magazine, "Career World," contains puzzles made by students dealing with careers. Following the example of these puzzles, you may create your own puzzle for extra credit. Try to create a puzzle using words related to your career choice!

4. Sign up to view career video-tapes and complete a "Career Video-tape Worksheet."

Name_____
Lab_____

SCORE CARD (Career Independent Study Unit)

_____ 1. Kick-Off Sheet
Career Choice:_____
_____ 2. Social Security Number Application
_____ 3. Target Store job application form
_____ 4. Quiz: "How to Hunt a Job"
_____ 5. Report: "Information on a Career that Interests Me"
_____ 6. Friendly Letter

If you have successfully completed the above items, you have earned a "C"!

_____ 7. Packet: Interviewing is the step to being "In" on the job!

If you have successfully completed the above items, you have earned a "B"!

_____ 8. Historical Resume
_____ 9. Transmittal or Covering Letter

If you have successfully completed the above items, you have earned an "A"!

_____10. "On the Job" Project
_____ a. Permission slips
_____ b. Written summary
_____ c. Thank you letter
_____11. Field Trip Worksheet
_____12. Additional Novel Worksheet based on career related novel
_____13. Individual Project

If you have successfully completed items 1 through 9 and any one of items 10, 11, 12 or 13, you have earned an "A+"!

"FANTABULOUS!!!"

UNIT GRADE_____

Name_____

Lab_____

KICK-OFF SHEET

In small group, you will score your responses to the Kuder General Interest Survey and chart the results on a sheet labeled Profile Section: Grades 9 - 12. The Kuder Survey is not a test! It is a long questionnaire that forces you to choose things you like to do and things you don't like to do. If you have read each question and answered thoughtfully, the results of the survey will tell you those general areas you're interested in and those you're not. You may be good at doing those activities you like best, and you may not. The Kuder Survey can't tell you how well you will do in a particular area, but it can tell you how much you might enjoy working in certain areas.

What better place to start looking at your future than the Kuder! Your happiness in your future career is certainly important, and the questions below may help aim you in the direction of a career that brings you real pleasure.

1. Looking at your Profile Section, list in order the three highest interest areas for you.

1.) _____

2.) _____

3.) _____

2. List at least three jobs that would make use of each of the above interest areas.

1.) a._____ 2.) a._____ 3.) a._____
b._____ b._____ b._____
c._____ c._____ c._____

3. Put a check beside each job in question 2 that appeals to you.

4. Now comes the tough part! We'd like you to select one occupation to explore during this unit. You may select one from your answer in question 2; you may have already decided on your future career; or you may want to explore an occupation that doesn't seem to fit your Kuder Survey results but sounds good to you, anyway. Perhaps you know someone - parent, neighbor, friend - in a certain occupation and would like to explore it. (Try the Occupational Exploration Kits in the library and English 9, they're fun to work with and might help you choose.)

The occupation I will explore during this unit is_____.

APPLICATION FOR A SOCIAL SECURITY NUMBER

YOUR NUMBER FOR LIFE

Before you can hold a job, you must get a Social Security card. What is Social Security.

When you work, you must pay about five cents out of every dollar to the government. Your employer takes this money out of your pay check. He also pays the government about five cents for every dollar you earn. So for every dollar you earn, about ten cents goes to the government. The government uses this money to help you in several ways.

1. When you retire from work, you get money to live on. The age of retirement for women is 62. For men, it is 65.

2. If a man dies before his wife, she gets money to live on.

3. Suppose you get sick or hurt while working. You get money until you are well enough to work again.

4. After you are 65, part of your doctor bills will be paid. This is called Medicare.

It is easy to get a Social Security card. First, look in the phone book under "U.S. Government - Health, Education and Welfare Dept." Find the Social Security office near you. Then write, phone, or visit the office.

You will be given a form. After you fill it in, you will get a Social Security card with your number on it. This will be your number for the rest of your life. If you lose your card, you can get another one. But it's a good idea to keep your card in a safe place.

For practice, fill in a Social Security form. Follow these instructions:

1. Use blue or black ink (not felt-tip pen) in filling in the form.
2. On line 1, fill in your full name as you will use it in work and business as an adult. It is not wise to use a nickname. Most people use their full name as given at birth, but they do not write out their complete middle name. Instead they simply use their full first name, middle initial, and last name. Be sure you spell your name correctly. This reminder might sound silly, but some people have unusual middle names that they never use. Consequently, they don't know how to spell them. So, check with your parents if you are not sure.
3. On line 2, write your complete first name, middle name, and last name. Do not use nicknames, initials or shortened names such as Jim instead of James.

4. Be sure to spell all names correctly whether they are names of people, or cities, or counties or states.
5. If you don't know your mother's full maiden name--her name before she was married--ask her! You must fill in her complete first, middle, and last names at birth on line 4.
6. Also, on line 5 fill in your father's complete name--first, middle, and last.
7. On line 6 it asks for the date of your birth. Give the date in numbers. A birthday falling on February 2, 1960, would be written: (month) (day) (year)
   2 2 60.
8. On line 13 sign your full name. Do not print. A signature must be written!
9. When you have completed the form, check it carefully. Have you filled in all the necessary blanks? Have you used ink? Is all of the information you have given correct? Have you spelled everything correctly?
10. When you are done with the practice form, give it to your teacher for her approval. After she has checked it, she will give you a genuine application form to complete. When you have completed that form, she will mail it to the Social Security office for you. In a short time, about one month, you will receive your card at your home.

SAMPLE

APPLICATION FOR SOCIAL SECURITY NUMBER

1	Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle, if none draw line) (Last Name)	
2	Print FULL NAME GIVEN YOU AT BIRTH	6 YOUR DATE OF BIRTH (Month) (Day) (Year)
3	PLACE OF BIRTH (City) (County if known) (State)	7 YOUR PRESENT AGE (Age on last birthday)
4	MOTHER'S FULL NAME AT HER BIRTH (Maiden Name)	8 YOUR SEX MALE ☐ FEMALE ☐
5	FATHER'S FULL NAME (Regardless of whether living or dead)	9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐
10	HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY RAILROAD, OR TAX ACCOUNT NUMBER NO ☐ DON'T KNOW ☐ YES ☐	(If yes, print STATE in which you applied and Soc. Sec. number if known)
11	YOUR MAILING ADDRESS (Number & Street) (City) (State) (Zip Code)	
12	TODAY'S DATE	13 Sign YOUR NAME HER (Do Not Print)

RULES FOR COMPLETING AN APPLICATION FOR EMPLOYMENT

1. Print in ink.

2. Answer every question.
   If you find a question that does not apply to you, draw a line----- in the answer space. This shows the employer that you read and considered the question.

3. Be completely honest.
   Most companies can fire you if they later find a false statement on your application.

Special Helps:

----Social Security Number: Write in your number if you have one. Write "applied for" if you don't.

----Phone No. (Phone Number) (AC)=Area Code

----Spouse (means husband or wife)

----Defendents (people you are supporting)

----Emergency: List your parents for now. Later in life you would list your husband or wife.

----Referred (heard about, told about): Most companies are curious as to why you are seeking employment from them, how you found out about the job.

----WPM (words per minute): This shows how fast you type or take dictation.

----GPA (grade point average)

----Last five employers: Here is the place to record your previous jobs. You always list your most recent job first. You probably haven't held a full time job yet, but list anyone you've ever worked for because they can give good information on you such as: "He was always on time. She followed instructions well, etc." List babysitting, paper routes, volunteer work, Rent-a-Kid experience, mowing lawns, raking leaves, housecleaning - anything!

----Personal references: These are people who know you personally and can say something good about you if asked.

1. No relatives! (Naturally, mom's going to tell them you're great.)
2. Don't list anyone without their permission! (Write a letter, phone, or visit them to ask permission.)
3. Some good people to use would be: priest or minister, adult friends of your parents, neighbors, doctor, dentist, teachers, counselors - any adult who knows you well enough to speak on your behalf. (No teen-age friends, please!)

----Signature: This should be written rather than printed.

HOW TO HUNT A JOB

Job hunting may be a new experience for you. You have probably had some job experience working for family, friends, or neighbors, but this next spring may find you actively seeking a paying steady job. Here are some suggestions for job hunting.

KNOW YOURSELF

Figure out exactly what you have to offer an employer. Always emphasize your strong points. The best way to do this is to write out on a sheet of paper an inventory (often called a resume) which lists your assets. Follow the outline below.

1. Work history: List all of your jobs, including part-time and summer work. For each job, give the name and address of your employer, your job title, the details of your duties, and the dates you were employed.

2. Skills and abilities: Ask yourself, "What personal qualities do I have that make me good at certain work?" Think back over your job experience and list your strong points. They might include such things as: leadership, patience, ability to organize, getting along well with people, ability to follow instructions, ability to stay calm and pleasant, creativity, ability to accept criticism, perseverance (sticking to a job until it's done and done right).

3. Education: List schools attended, courses taken, and grades, Think about your strong points - those courses in which you usually do quite well.

4. Interests, talents, and aptitudes: List hobbies, special talents, volunteer activities.

5. Physical condition and appearance: Does your physical condition limit you in any way? Is your appearance neat, clean, pleasant?

6. Career goal: What kind of work do you want to be doing ten years from now? What kinds of work now might help you toward that future goal?

7. Jobs you are interested in: Considering all of your assets listed above, what types of jobs are you best qualified for and interested in?

Once you "know yourself" and what you have to offer, you are ready for the next step.

FINDING JOB OPENINGS

Your first source of information on possible job openings will probably be relatives, friends, and neighbors. When you are ready to apply for a job, start asking around; people often know of opportunities at their own place of employment.

In addition, check on these sources: Newspaper want ads - both White Bear Lake local papers and twin city area newspapers. Rent-A-Kid Program at the Youth Resource Bureau, 803 2nd St., White Bear Lake, 429-7733.

Another method of job hunting is to go to business places where you would like to work and ask to fill out an application. The personnel manager will usually keep your application on file and call you if an opening occurs.

SPEAKING OF APPLICATIONS

During this Career Unit, you will have gained experience in filling out a job application. An important reminder is in order here: Be sure to take all of the information you will need with you when you go to fill out an application. This should include: Your Social Security number, previous employment information, including names, addresses, dates, and personal references - names, addresses, occupations.

If your application is in order, you will probably be called in for a.....

JOB INTERVIEW

This is your chance to "sell" yourself - your talents, skills, and abilities. Before you go to the interview, prepare yourself by learning as much about the company or business as you can. If you know someone who works there, talk to them. If it's a restaurant, eat there, etc.

Never take anyone with you to an interview; the employer is interested only in you.

There's an old saying, "First impressions are lasting impressions." Make sure that you make a good first impression by looking clean and neat. Avoid either too formal or too casual clothing.

During the interview, be pleasant and friendly, but also businesslike. Let the interviewer control the interview; he or she will ask most of the questions. Keep your answers brief, but complete; don't ramble. Stress your qualifications for the job, but don't brag or exaggerate. Don't discuss personal problems. If you have questions, ask them in a friendly manner, and listen carefully to the answers.

Be prepared for some kind of testing. Many companies require psychological tests or personality inventories. You can't study for these kinds of tests, so try to relax and be thorough.

At the end of the interview, the employer may offer you the job or indicate when you will hear from him. If he doesn't, ask him when you may call to learn his decision. He may indicate that he can't use you. If so, you may ask him to suggest another employer. In any case, thank him for the interview and his consideration.

After the interview, try to analyze how things went. Each interview is a learning experience and will lead to improvement of future interviews.

Name _____
Lab _____

INFORMATION ON A CAREER THAT INTERESTS ME

1. Title of career: _____

2. Name of book, magazine, filmstrip, pamphlet, etc. used to find information on the career: _____

_____

3. Why are you interested in the career? _____

_____

4. What subjects should you take in high school to prepare for the career? _____

_____

5. What training will you need beyond high school to qualify for the job? _____

6. If additional education beyond high school is necessary, what school could offer you the education or training you would need? (Be specific, name a school! _____

7. What skills or abilities are needed for the career? _____

_____

8. Do you have those skills or abilities? _____

9. What type of personality does the job require? _____

_____

10. Do you have that type of personality? Or, could you develop the qualities needed? _____

11. What are the physical requirements of the career? _____

_____

12. Are you physically capable of meeting those requirements? _____

13. What will be the approximate cost of preparing yourself for this career? (Total college or vocational school expenses, etc.) _____

_____

14. What is the average starting salary? _____

15. What chances for advancement are there?_____

_____

16. What are the working conditions?_____

_____

17. Is there an over or under supply of workers in this field?_____

_____

18. What aspects of this career appeal to you most?_____

_____

19. Name one disadvantage you see in this career:_____

_____

20. Name one advantage you see in this career:_____

_____

NAME_____
LAB_____

WRITE AN OUTSTANDING RESUME

Have you heard about the rotten resume watch? Ticks okay, but tocks too much. A good resume is brief and to the point.

An outstanding resume is one that makes employers drool to meet you in person.

Resume writing itself is no joke. It's a blood-sweat-and-tears project, requiring tons of thought and rewriting.

Your resume is one of the most important documents you will ever write. This article is designed to help you write a resume that will be outstanding! Technically speaking a resume (REH-ZOO-MAY) is a summary of a job seeker's background. An effective resume, though, is more: it is a dignified advertisement of yourself.

This advertisment should sell you as an applicant, and help answer three main questions employers want to know about you: What are your work skills? What are your work attitudes? and What are your work habits?

The first purpose of a resume is to drum up enough interest in employers to invite you for a face-to-face meeting--a job interview. Its second purpose is to "keep on selling you" throughout employment negotiations.

There's a bonus too. The mere process of writing your resume (logically organizing your background and strong points) helps prepare you to better handle yourself during job interviews. Since you already have thought out the main points, your answers to an interviewer's questions will come more easily. Writing things down "gets it in your mind."

A resume is not a complete history of your life; it is a concise statement of what you have to offer an employer. When in doubt about what to leave out, ask yourself; "Does this information add or subtract to my chances of being invited for a job interview? If it does not add to your chances, leave it out.

1. WHAT TO PUT IN

Identification - Name, address, telephone (including times when someone is available to answer, if necessary.

Kind of work wanted - This is often stated as the "objective." The trick is to be as specific as possible without limiting your chances to be considered for more than one job opening. If you can type say "clerk-typist, or related clerical position"....or "office assistant". Another example: if you are interested in sales, write "sales position" rather than "retail sales clerk" (you might find a good job selling wholesale supplies). However, don't go overboard on generalities. Do not write things like "any type of work considered"..."general work".... handyman."

Education - School, location, year of study or graduation - Major and minor courses of study - Scholastic standing (IF it's good. If your overall standing isn't good, try to select courses or time periods when it was good and stress that fact.) - School honors and activities. (These also can be put under a separate heading, such as "related experience" or "honors and accomplishments." Include participation in special programs.)

Work Experience - State most recent employer first, and work backward. List positions, length of employment and type of work (stressing achievements which cast a favorable light on you). Don't forget volunteer work; that's important too.

Other information - Mention special skills and talents, hobbies, community service.

Personal - Date of birth, height and weight, marital status, and general health.

2. WHAT TO LEAVE OUT

References - List references on a separate sheet of paper. In one category list employment references - name of company, address, phone and supervisor. In the second category, list personal references -- teachers and adults who know you well. Do not include relatives. Check with individuals for permission to use them as references. The reason you list references on a separate sheet of paper is that you are trying to spare them the bother unless an employer is seriously considering hiring you. Have your references ready at job interviews and supply them only on request. One more point: you need not write at the bottom of your resume, "references supplied upon request" because it's assumed.

Picture - The only exceptions would be if an employer asks for a photo or if you're applying for a job such as model where looks are important.

Salary requirements - Save the money talk for the job interview.

Ancestry, color, religion or politics - Also omit affiliations that reflect this information.

Social security number - But have this ready at job interviews in case you are asked to fill out an application form.

Availability date - Students and new grads may want to let employers know when they'll be available for work. If it's a specific date, this can be communicated in the transmittal letter that accompanies your resume. The reason for not putting a specific date on a resume is that it can become outdated. That is, if your resume says you're available in August and you're still unemployed in September, you risk looking like a "left-over."

Date of resume - Same reason as above.

Request for an interview - (this goes in your transmittal letter).

Official documents - Don't enclose your high school report card or similar item.

Windy words - Each word in your resume must carry meaning. One bank manager recalled that an applicant stated his objective as "a challenging position leading to increased responsibility and self-actualization within a dynamic company." After you've written your resume, go through it with a magnifying glass and see if there are any words you can leave out without weakening the resume.

3. BUT WHAT ABOUT AN AVERAGE PERSON WHO HAS NOTHING SPECIAL TO OFFER?

Suppose you weren't a member of any organization and have no work experience or special skills. All you've done in school is hang around with your friends and maybe go to the movies.

You've got a resume-writing problem, but one that is possible to overcome. Essentially, the solution is to spend weeks thinking about yourself, writing down every scrap of an idea. Keep digging in your background until you've got something positive to write about. Since you can't stress experience stress ability and aptitude. One method to help you probe for past accomplishments is to ask friends who know you well to write a letter about you to an imaginary third person who doesn't know you at all. You may glean ideas from these letters.

If you're not a graduating senior, make it easier on yourself - get some activities going! Get a part-time job!

4. WHAT GOES WITH YOUR RESUME

Always send a transmittal letter (also called covering letter) with your resume. These letters shouldn't be too long - 3 or 4 paragraphs is plenty - and should emphasize an appropriate strength or skill you may have touched on in your resume. A transmittal letter allows you to "slant" your background more precisely to a particular job opening than does your all-around resume.

(Some people have more than one version of a resume, emphasizing different aspects of their background for different job fields. You won't need to consider this until you've been working for a few years.)

A transmittal letter should always ask for a job interview, or to hear back from the employer. It is permissible to handwrite covering letters if your penmanship is good.

As a general rule of thumb, you should always try to address your covering letters to the person most likely to make the hiring decision. However, many, if not most, beginners are recruited by the personnel department, and you can address your letter to the personnel director. Call on the phone and get the correct spelling of his/her name. Always address your letter to a specific person unless you're answering a blind ad identified only by a box number.

SAMPLES

Here is a sample Resume and a sample Transmittal letter. After studying these, write your own. Remember, these must be neat, typed or written in ink, and be mechanically and grammatically correct.

* * * * *

5 James Court
Minneapolis, Mn. 67890
October 15, 1973

Mr. William C. Armore
Personnel Director
Worthwhile Directory Service, Inc.
1718 June Street
Minneapolis, Mn. 78904

Dear Mr. Armore:

My resume is enclosed in response to your advertisment for office workers in today's Minneapolis Gazette.

You will note that I have the clerical experience you request. My references will vouch for the fact that I pay careful attention to getting my work done correctly and on time. My attendance record is also excellent.

I look forward to talking with you, and will call you on October 17 to see when it would be convenient.

Yours truly,

Robert M. Fletcher

****

Example of transmittal letter for student seeking part-time job when employer is known.

ROBERT M. FLETCHER

789-3990
(After 2 P.M.)

5 James Court
Minneapolis, Mn. 67890

Available for part-time work immediately; can work full-time during the summers.

OBJECTIVE

Part-time office clerk where careful attention to detail, good typing skills, cheerfulness and reliability are desired.

EDUCATION

Am senior at Tallmont High School, studying English, business machines, bookkeeping, business law, algebra and French. Completed the following business education courses with grades of A's and B's: typewriting--beginning and intermediate, and introduction to business.

EXPERIENCE

Part-time and summer editorial assistant and shipping clerk for Blue Ribbon Newspaper Service, Minneapolis. Copyreading and maintenance of customer files were main duties. Also responsible for bi-weekly shipment of editorial material to 1,500 newspapers. Company moved to Chicago. Asked me to relocate, but that was not possible because I want to continue my education. October 1972 - August 1973.

As volunteer for local draft board, gained experience operating OCR (Optical Character Recognition) machine, computer typewriter, adding machine and duplicator. Also performed general office duties after school and during summers. Parent worked at draft board and I helped out. May, 1967 - Aug. 1971.

Serve as volunteer secretary and treasurer of the Saturday Morning Bantam and Junior League at Dalmar Bowling Alley, Minneapolis. Learned calculating and maintenance of statistical information. 1971 to present.

RELATED EXPERIENCE

Now vice-president of Tallmont school chapter of Office Education Association. In 1972, was chairman of school ecology paper drive--Tallmont collected the most scrap paper of any in the school district, 16 tons.

PRIMARY AIMS AND ASSETS

Former supervisors and some teachers have described me as having unusually mature judgment...successful performance of any task brings great satisfaction...not afraid of hard work...expect to attend college locally and continue working part-time.

PERSONAL DATA

Born 1957...single...5'11", 135 lbs...excellent health...enjoy swimming, bowling, films and meeting new people.

THE INTERVIEW

Whether you are fifteen or fifty in search of full-time or part-time work, the routine you must follow to get a job is basically the same. You fill out a job application form, you send a resume (a short history of yourself including educational and occupational experiences), and, if you're lucky, you're invited to come in for an interview. If you make a good impression on the employer during the interview, you will probably get the job.

The job interview, then, is very important. How you look, what you say, and how you act combine to create the impression you will make on the employer. But what is the winning combination that will get you what you want---- the job? Hopefully, this packet will help you discover it.

First, read "Jamey Boy Wants a Job".

Second, on the back page of the article, describe the mistakes Jamey made that lessened his chances of getting the job.

Third, read the sheet "Basic Rules for Interviewing."

Fourth, complete the "Practice Interview" sheet. This will give you a chance to imagine yourself in a situation where you are being interviewed!

Fifth, complete the "Personal Interview Information" sheet. This will give you an opportunity to interview someone and learn about his or her job!

Name_____

Lab_____

JAMEY BOY WANTS A JOB

Jamey stood in front of the mirror and combed his hair. He pulled at the long strands at the back and pushed them into his collar. He smoothed his mustache. Then he turned from the mirror.

Quickly he picked up his black leather jacket from the bed. Then he hurried down the hall toward the front door.

"Where are you going, kid?"

It was his father, sitting in the living room. The old man's face was behind a newspaper. His overalls, white socks and thick-soled shoes stuck out in front of him.

"Just out for a while," Jamey said to the newspaper.

"Listen, kid. When you're driving my car, you ain't just going out for a while. Now where are you going?" The old man didn't move the newspaper.

At least he could look me in the face, Jamey thought. But he said, "I'm going to be interviewed for a job."

"No kidding," the man said, finally looking at the boy. "Hey, not with that hair! No one's gonna hire you with that mess. And that mustache. And you ain't even got on a clean shirt."

"I guess Mom forgot to iron one. I asked her yesterday. Anyway, it doesn't matter. The job's at a body shop."

The man stared at the boy. "So Jamey boy wants a job. Well, it's about time you did something."

"My shop teacher at school, Mr. Baines, is helping me. He wrote a letter to the guy who owns the body shop."

"Well, on the way over there, get a haircut," the old man said. Then he picked up his newspaper again.

Jamey went out the door. He was late. Even Mr. Baine's letter wouldn't cover for him if he got there late. He ran to the car.

Jamey felt glad that Mr. Baines had done him this favor. Jobs weren't easy to get these days. And Mr. Baines had written good things about Jamey. In fact, the letter was so good, it made Jamey feel uneasy.

Mr. Baines had set up another boy in a job at a paint shop. Jamey knew the boy was stealing things. Little things, but stealing. It might take a while before the kid was caught. Mr. Baines would look bad. Jamey didn't want to rat on the kid, but he worried about Mr. Baines. Well, it wasn't his problem.

Jamey reached for a cigarette. His pocket was empty. He really wanted one. Maybe if he hurried, he could buy a pack on the way to the interview.

Jamey wheeled out of the driveway and down the street. At a corner, he pulled up in front of a candy store. There was a parking space. He jumped out and went in.

Soon he came out, with a cigarette between his lips. Then he stopped. A woman had parked a big station wagon beside his car. He couldn't get out.

"Hey, lady!" Jamey yelled. "You gotta move that car! I'm late!"

The woman was unloading a bunch of little children. She looked up, "Just a minute please. We're almost all out now."

Jamey got into the car. It took the woman forever to get all the children out. Finally, she moved the car. Jamey was already 10 minutes late.

The shop was noisy when he got there. Two kids were working on a '69 Olds. An older man was with them. He said something about Jamey's long hair.

"Where's the boss?" Jamey asked.

"He don't go for hippie types," the man teased.

"I have an appointment," Jamey said.

The man turned and yelled, "Some dude here to see you, Mr. Helms!"

Mr. Helmes started over. He waved to Jamey to follow him. Trying to be cool, Jamey lit a cigarette and threw the match on the floor. Too late, he saw a frown on the shop owner's face.

"So you're the boy Mr. Baines wrote about? Are you usually late to appointments?"

Jamey turned red. He couldn't explain why he was late. He said, "I got tied up in traffic."

They went to Mr. Helms' little office. Mr Helms handed a sheet of paper to Jamey. "Fill in this application."

"You mean right now?"

"Why not right now?" Mr. Helms sounded angry. "If you can't write, I can't use you. You have to make out bills and things."

Jamey took the application. He knew he was making a bad impression. Why did he always mess things up when he wanted to succeed?

He couldn't make out all the questions on the application. But he filled in as many blanks as he could. Then he handed the paper back to Mr. Helms.

The owner put on his glasses and looked it over. Then he stood up.

"Mr. Baines gave you a good recommendation. But I want to give this a little thought. I'll call you in a week or so. Thank you for coming in."

Was this a brush off? Was there any way of changing things? Jamey wondered. What would Mr. Baines think?

Jamey didn't want to think about it. He walked out of the shop and into the street. As he headed for the car, he reached for a cigarette.

Exercise: Now, describe, in a well written paragraph, the mistakes made by Jamey.

BASIC RULES FOR INTERVIEWING

1. The interview is a special kind of conversation in which the purpose is either to gather or to supply information.
2. The man who is prepared has his battle half fought.
3. When interviewing, prepare questions beforehand.
4. Make your best appearance.
5. Before every interview with some businessman or executive, stand before a long mirror. Imagine you are that executive looking at you for the first time. Don't leave the house until you are sure every inch of your appearance would give the kind of impression that executives would like to see, and you would like to give.
6. The first impression is a lasting one, so make yours a good one.
7. Remember the interview begins the second you make your appearance.
8. Keep the interview moving.
9. Don't monopolize the interview.
10. Treat the person you are interviewing with respect.
11. Closing an interview may be the hardest part. Some people don't wind up; they just run down. When the subject has been adequately covered, summarize and leave.

SPECIFIC INFORMATION FOR JOB INTERVIEWS

1. Learn about the job.
2. Be able to give the personnel manager a concise picture of your abilities and interests.
3. Select the facts about yourself that you should emphasize in the interview.
4. Make a favorable impression - remember Confucius said: "When you know a thing, to hold that you know it; and when you do not know a thing, to allow that you do not know it; this is knowledge."
5. Clothes are more important than you may think. Shakespeare: "For the apparel oft proclaims the man....."
6. Your behavior reveals things about you that your words cannot. You would not say, "I am casual and good natured. I am easy to get along with and very courteous. Whatever I do, I am enthusiastic about." To say this would sound conceited. But you can get these qualities across to the employer by your behavior.
7. Your speech is the essence of the interview. "As the vessel is known by the sound, whether it is cracked or not, so men are proved by their speeches, whether they be wise or foolish."- Demosthenes
8. You are also entitled to ask some questions, the intelligence you reveal may very well get the job.
9. End the interview on a positive note. "The tongue is but three inches long, yet it can kill a man six feet high." Japanese proverb.

Name _____
Lab _____

PRACTICE INTERVIEW

This is an imaginary situation, but don't be fantastic in your answers. Pretend you are being interviewed for a job you want very much. You make up the details such as the name of the employer, place of employment, specific job, etc. The job should be one that a high school student could be hired to do, working on a part time basis. It should also be a job that you would be qualified to handle considering your personal experience.

1. Place of interview (Company, hospital, garage, etc.): _____
_____ Position applied for: _____

2. Title of person who will interview you (Owner, Department Manager, Personnel Director, Head Nurse, etc.): _____

3. Time (date and hour) of interview: _____

4. How will you dress for the interview? (Be specific!) _____
_____

5. How will you prepare for the interview? (Are there any possible questions he might ask you that you can consider in advance?)
_____
_____

6. How can you show the interviewer that you are polite, enthusiastic, and responsible? _____
_____

7. If the interviewer asks you why you want the job, what will you say?
_____

8. If the interviewer asks you what your qualifications are, what will you tell him? _____
_____

9. What other questions do you think the interviewer might ask? _____
_____

10. What questions should you ask the interviewer about the job? _____
_____

11. Which of the following things would the interviewer notice about your behavior and consider to be poor manners:
_____a. Not listening attentively
_____b. Asking questions
_____c. Looking at the floor and not at the interviewer
_____d. Chewing gum
_____e. Using incorrect English
_____f. Not thanking the interviewer at the end of the interview
_____g. Smoking
_____h. Being late

NAME _____

LAB _____

PERSONAL INTERVIEW INFORMATION

Complete questions 1 through 5A before the interview!

1. Person you will interview _____

2. Person's job _____

3. Time and day set for interview _____

4. Place of interview _____

5. INTERVIEW QUESTIONS

A. What You Want to Know	B. What You Found Out
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

8

OBJECTIVES

1. Self-Awareness

The student will undertake several learning activities which will encourage increasing self-awareness as his interests and aptitudes relate to career exploration.

2. Job Opportunities

The student will be able to identify career clusters and job titles which may be consistent with his interests, aptitudes and desired education.

3. Career Information

The student will be able to use a variety of sources to locate information about a specific career in which he may be interested.

4. Seeking Employment

The student will be able to write a resume and complete application forms.

5. Interviewing

The student will be aware of techniques for making a favorable impression during a job interview.

d

COUNSELOR ROLE IN ENGLISH 9 CAREER UNIT

All ninth grade students are involved in a 5 weeks Speech-Career Unit in English during 1st semester. The 9th grade counselor works in cooperation with the English 9 teachers throughout this unit. The major portion of the work on careers is done during independent study time. The unit begins by discussing the results of the Kuder Interest Survey and choosing a career to investigate. The counselor attends a small group meeting to discuss the types of materials and activities available on careers and use of the career center. The counselor then provides several types of activities which the students may select in order to gain information about the career they have chosen to investigate.

(1) Students have an opportunity to sign up for viewing video tapes of the various occupational clusters or using the Listening-Viewing Center to view sound filmstrips and sound movie loops.

(2) Small groups are available for using the computer program, Guidance Information Systems, which gives information about occupations and educational and training opportunities. Each student is provided with a print-out of the occupations selected.

(3) Students may also choose to find out more about their occupation by visiting a place of employment. The counselor arranges field trips to various places of employment for individuals. Field trips are scheduled during the school day, working around classes where possible and involving only small groups of students. Each field trip will be preceded by a one mod orientation. Students report their findings to their English teacher.

(4) On-the-job visitations are scheduled during one week of the unit. Students who participate in this program will spend one full day on-the-job with their parent or a cooperating adult. Students must secure permission of their English teacher, their parents,,and the cooperating adult, and report their findings to their English teacher. The student is requested to check with the teachers whose classes he will miss and arrange to make up missed work.

INVESTIGATING THE WORLD OF WORK

FIELD TRIPS

Field trips are arranged by the ninth grade counselor according to interest expressed in various occupational clusters by the students. Students select a career to investigate as their first assignment in the English 9 Career Unit. The counselor also has a print-out of occupational interests from a survey conducted by the Explorers.

The following field trips were conducted during the 1973-74 school year. Students were responsible for completing a report form and handing the form to their English teacher.

St. Paul Humane Society Beulah Lane St. Paul, Minn. 55104	Joan	Animal Care Occupations
Control Tower Office St. Paul Airport Holman Field St. Paul, Minn. 55107	Tour Department	Air Transportation Occupations
Wings Aviation St. Paul Airport St. Paul, Minn. 55107	Instructor	Pilot
Polar Tool & Dye 4934 Otter Lake Rd. White Bear Lake, Minn.	Mr. Mample	Tool & Dye, Machinist
Tousley Ford Highway 61 & E. Co. Rd. E White Bear Lake, Minn.	Mr. Dick Bennett, Sr.	Car Sales & Service Occupations
Polar Chevrolet Highway 61 & Co. Rd. F White Bear Lake, Minn.	Mr. Shoemaker	Car Service Occupations
KSTP Television 3415 University Ave. Mpls., Minn. 55414	Mrs. Kate Griergraber	Television & Radio Occupations
Northwestern Bell 70 W. 4th St. St. Paul, Minn.	Tour Department	Public Service & Telephone Occupations
St. John's Hospital 403 Maria Avenue St. Paul, Minn.	Ms. Poppenberger	Hospital Occupations (especially physical therapy and occupational therapy)

Honeywell 28th & 4th Street Mpls., Minn.	Mr. Cunningham	Science & Research Prod.
Carriage House - North 1111 E. Highway 36 St. Paul, Minn.	Mr. Swenson	Interior Design
Ramsey County Court House W. Kellogg Blvd. & Wabasha St. Paul, Minn. 55102	Mr. Hatfield Room 853	Law Occupations
BanCon Construction 523 Westwood Village St. Paul, Minn.	Mr. Hunt	Construction Occupations
Chimera Theater Arts & Science Center 30 E. 10th St. St. Paul, Minn.	Karen	Theater Occupations

SUNRISE PARK JUNIOR HIGH SCHOOL
2399 Cedar Avenue
White Bear Lake, Minnesota
55110

Dear Parents:

During the next few weeks, the ninth graders will be working on a CAREER EXPLORATION UNIT as a part of their independent study work in English. The objectives of the unit are for each student to: 1) think about himself (interests, abilities, goals, values, etc.); 2) investigate an occupation of his choosing; and 3) learn skills necessary in applying for a job. A variety of activities are available at school to accomplish these purposes.

As parents, you are in a position to provide your son or daughter with an experience which we can't provide at school. Arrangements have been made to grant permission for students to miss a day of school during the week of , in order to spend the day on the job with an adult for the purpose of observing a typical workday.

A student may spend the day at the place of employment of one of his or her parents or at the place of employment of a relative or friend. Of course the employers' permission will be necessary.

Student should spend the entire day on the job doing a serious investigation of the work being observed. They are encouraged to talk to as many people during the day as possible. A one page written summary of the experiences "on the job" will be required of each student.

Please have your son or daughter return the attached permission slip to his English teacher by . If you have any questions, please contact Mr. Schultz at 429-5391, ext. 234.

Sincerely,

Mr. Schultz, Counselor
Miss Germann, English Teacher
Mrs. Hubbard, English Teacher
Mrs. Hermann, English Teacher

SUNRISE PARK JUNIOR HIGH SCHOOL

PERMISSION SLIP

This student understands the requirements of the "on the job" assignment and his responsibilities for making up the school work he misses due to absence from classes.

_____ (Student Signature)

_____ (English Teacher Signature)

Use this space if student is accompanying a parent.

_____ (Parent Signature)

Yes, my ninth grader may spend the entire day of _____ with me at my place of employment. I understand that this permission absolves the school from any responsibility for the student's welfare during this day and that I will assume full responsibility for him/her.

Use this space if student is accompanying someone other than a parent.

_____ (Parent Signature)

Yes, my ninth grader may spend the entire day of _____ with _____ at his/her place of employment. I understand that this permission absolves the school from any responsibility for the student's welfare during this day and I will assume full responsibility for him or her.

(Please return by _____)

NAME_____

LAB_____

INVESTIGATING THE WORLD OF WORK

1. Type of investigation: (circle one) Field Trip, Videotape, Sound Filmstrip, Sound Filmloop.

2. Area of investigation or name of company._____

3. List the different types of occupations you saw:

_____

_____

_____

_____

4. Describe the working conditions of these jobs: _____

_____

_____

_____

5. Select one of the occupations investigated and answer these questions about it:

(a) Title of occupation._____

(b) Amount of training or education required for this occupation.

_____

(c) Duties of the worker in this occupation._____

_____

(d) This occupation deals mostly with:(circle one) people, things, ideas.

(e) Starting salary for this occupation and salary after ten years.

_____

(f) Describe future employment possibilities._____

_____

(g) List at least two things you find interesting about this occupation._____

INVESTIGATING THE WORLD OF WORK
COMPUTER OPERATING INSTRUCTIONS

1. Inform the counselor of your desire to use the computerized Guidance Information System and arrange a time to use the computer room.

2. Select one or more occupations on which you wish to receive information from the List of Occupations located in the counselor's office, English open lab, or computer room.

3. To contact the computer, dial the number listed in the computer room for Guidance Information System.

4. Wait for high pitched tone. If you receive a busy signal, dial again.

5. Place telephone into coupler. Be sure coupler is set at "full duplex". Green light will go on.

6. Turn teletype to "Line" position.

7. Type any 2 numbers and push "Return" button. -----→ Computer will type a response of PLEASE LOG IN.

8. Type the code number listed in the computer room for Guidance Information System. You must hold down the control button as you type the last four letters of the code. Release the control button and push the return button.--→ omputer will type ON LINE, the time, G.I.S., and WHICH FILE?.

9. Type OCCU and push return button.
----→ Computer will type OCCUPATIONAL INFORMATION READY.

10. To obtain job descriptions, job requirements, list of qualifications and related occupations, you type P (plus selected occupational number found in adjoining catalogue) and push RETURN button.
----→ Computer will type job description, job requirements, and related jobs and "?".

11. Type I (plus an occupational number found in adjoining catalogue) and push RETURN button. Computer will type a list of job qualifications by code numbers and "?".

12. Type I* (followed by occupational number) F (1st number in list) T (last number in list) Example: I*21F8T426.---- computer will identify the code numbers.

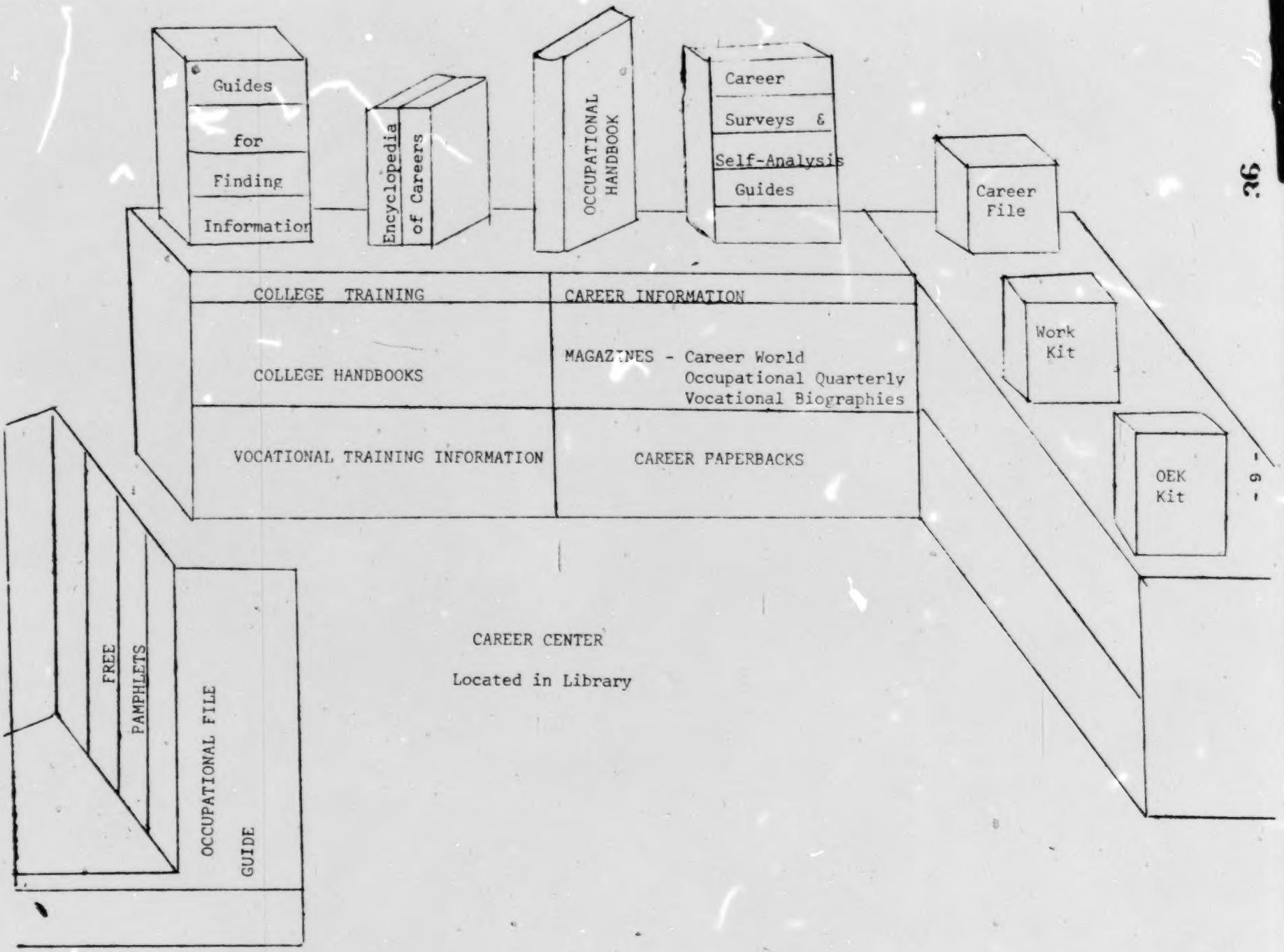
13. To leave the computer type Q and push RETURN button.------→ Computer will type "WHICH FILE"?

14. Type NONE and push RETURN button.

15. Type BYE and push RETURN button. ----→ Computer will type terminal time. Green light will go off.

16. Replace receiver on to telephone. Turn power to off. Turn teletype to off.

17. The computer print-out is yours to keep.



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SELF AWARENESS
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SUNRISE PARK JUNIOR HIGH SCHOOL
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